

# Critical Thinking and Writing Section 24

## ENGL 2

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/20/2023

### Contact Information

#### Instructor: Katharine Lynn Studer

Email: [katharine.studer@sjsu.edu](mailto:katharine.studer@sjsu.edu)

Office: FOB #127

Phone: 415-404-0439

#### Office Hours

T, TH 1:30-2:30

FOB #127

### Course Description and Requisites

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Areas A1 and A2 each with grades of C- or better.

Note(s): ENGL 2 is not open to students who successfully completed ENGL 1B.

Letter Graded

### \* Classroom Protocols

In this course, we will work as a class to understand how oppression in modern day US society interferes with the idea of the *American Dream* and the right for all humans to pursue happiness and self-fulfillment. First, you will examine what the *American Dream* means in present day society in the year 2023, by reflecting on family relations, issues of gender, immigration, poverty, and education. Second, you will argue for a unique understanding of how oppression within our society is impeding happiness and self-reliance for the specific area of focus that you choose. How might you choose, you ask? First, examine your own beliefs and experiences to figure what you already understand, and then broaden your viewpoint to look at the lives and experiences of others. The goal is that we read, write, and build an understanding of how others live and the struggles they face. Making others aware that such inequalities exist, has often in the past prompted protest and change. This course is designed for you to use your writing to help bring about compassion and conviction for change.

#### Expectations

All students are expected to treat everyone in class with respect and in general to behave reasonable, responsible, and courteous at all times. Even though we will laugh and have fun in class, we want to keep a professional atmosphere where every class member feels comfortable. It is okay if we don't agree with each other. You are invited to use your written words to convince others to listen to your point of view. Keep in mind, we will be writing persuasive essays. Here are the expectations:

1. PLEASE turn on your camera and be a part of the class, if we meet online or on Zoom.
2. Do not sleep, read or do other work during class. Be attentive when your classmates are talking.
3. Don't leave class if you are assigned to a breakout room. I don't take attendance until the last 10 minutes of class. Stay and get counted as present.
4. Use your absences wisely. If are sick, or are experiencing COVID symptoms you are not expected to be in class. Send me an email and let me know your situation.
5. Listen to your class mates' ideas respectfully and objectively.
6. Let's encourage each other. Allow our class to be the place where support and encouragement are always offered.

### **Attendance**

Please attend all classes unless you are sick. I will give you an abundance of writing advice and help during class. I will break the assignments down and help you gather your ideas. Excessive absences will lead to failure in the course. We will only meet on Tuesdays but you will be required to complete work throughout the week and meet the due dates. An Asynchronous class requires that you complete all the work that is due for the week on time. I have listed all midweek assignments and expectations. Please see University Policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefits for all members of the class.

### **Class Participation**

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on-time. However, during these times of Covid transmission, I will excuse your absence if you are sick or having symptoms. Please keep me informed.

### **Canvas and Electronic Devices**

Most of our course materials will be posted on Canvas: syllabus, readings, Discussion prompts, Assignments Sheets and assignment drop boxes. You should check the Canvas site continually throughout the semester and you will want to use Canvas materials during class. However, please don't waste class time by texting, or being on social media. If you are on your phone during class, it must be used for class activities. I won't allow you make up class work, if you are present but doing other activities. Each in class assignment will be due by the end of class.

### **Late Policy**

I will give you 1 late pass to be used at your discretion during the semester. A late pass means you are permitted to use it to turn in a late assignment without a grade deduction. You can use it up to 48 hours after the assignment due date. After that, I will deduct one whole letter grade for assignments that are turned in 24 hours late and 2 letter grades for assignments that are 48 hours late. Assignments that are turned in 48 hours beyond the due date will receive a 50% deduction. If you have a sickness or an emergency, please contact me immediately. On time Rough Draft submissions are vital to your growth as a writer and to the class goal of meeting the learning outcomes. A Rough Draft consists of a full draft that is within a hundred words of the required word count. I don't expect it to be your best work but more of a draft where you are testing ideas and organization patterns. I will expect you to show revision work which we will cover in class. Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

A rough draft submitted more than 48 hours late will receive 0 points and only partial points if it is submitted within the 48 hours after peer workshop.

### **Assignment Word Count and Learning Goals**

1. Critical Analysis Essay – 1500 words GELO 2,3,4,5
2. Response and Reaction Essay – 1500 words GELO 2,4,4,5
3. Research Argument – 2000 words GELO 2,3,4,5

4. Portfolio/Final Reflection Letter – 1000 words GELO 1,2,3,4,5
5. Discussion Board Posts – 1000 words GELO 1,2,3,4,5,
6. In class writing and peer review – 1000 words GELO 1,2,3,4,5

### **Grading Policy**

The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage of errors.

A "C" range essay will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical mechanical, and/or usage errors that interfere with reader comprehension

An "F" essay does not fulfill the requirements of the assignment.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A-/A/A-=excellent; B+/B/B-=above average; C+/C/C-=average; D+/D/D-= below average; F=failure. Within any of the letter grades ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

**To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.**

### **Grade Breakdown**

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

#### **Major Assignments**

Critical Analysis 150=points

Analysis Response 150=points

Synthesis Research Argument=200 points

Research Remix Presentation=100 points

#### **Minor and Prep Assignments**

Discussion Board 10x20=200 points

In class Assignments 10x10=100 points

Rough Drafts 3x25=75

Portfolio Reflection Letter=25 points

Total: 1000

## Grading Policies

### Canvas Discussion Posts

There will be 10 discussion prompts assigned on Canvas worth 20 points, totaling 200 points for the semester. Each one requires you to post a response of 250 words to the assignment prompt and then post a reply to one of your classmates of 50 words or more. To get the full 200 points at the end of the semester, your post and reply must be made during the week they are assigned and you should provide both a response and a reply. I will watch these points closely and deduct points for underdeveloped post and missing replies.

### Peer Revision Workshops

Each of the 3 major assignments will require a rough draft and a peer revision workshop. If you miss class the day of peer editing, you will have 24 hours to submit your peer revision comment worksheet to the assignment drop box on canvas. Your points will be tallied after each workshop and you will receive 25 points for submitting a rough draft to the Peer revision space and then 10 points for reading and commenting on the peer paper you are assigned to. Again, I will watch these points closely.

### Percentages and Grade Averages

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 612 points

D minus = 639 to 600 points

F = 599 points or lower

Access to a desktop, laptop, or tablet

## ENGL 2

This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.

Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

## Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, Writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical

essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

## Time Commitment

Success in ENGL 2 is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

In ENGL 2, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

## Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>).

### Required Texts/Readings

#### No Required Textbook:

I spend a lot of class time instructing and assisting you through activities that will help you build the skills each essay requires. Consider my thorough class lessons and material your textbook and guide on how to succeed with meeting the expectations of each essay. Additionally, I will require that you learn to pay attention and locate appropriate readings that can be used for course content and sources from The New York Times, The Washington Post, and other online news outlets. Educated people are well informed and pay attention to current events. I want you to begin the practice of paying attention. This is important because you will soon be a college graduate.

#### Readings:

I will provide us with readings to guide us towards critical thinking about social injustice in both day present and in the past. These readings will be posted on Canvas under "Readings."

#### Other equipment / material requirements

Daily internet access

## Reading

English 2 is a reading intensive course, and you will be required to complete reading assignment frequently. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. All reading must be completed by the beginning of each class period. Many of our in-class activities and major assignments will relate to the assigned selections. In addition, you must submit reader responses, which will be turned in periodically throughout the semester (as noted on the schedule).

## Writing

This is a comprehensive course---every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class requires a minimum of 6000 words, or at least 4000 of which must be in revised final draft form. You must complete all major assignments to pass the class.

## Canvas Discussion Posts

You must submit ten Discussion Board Posts over the course of the semester in which you will answer prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (250+words) to the posted prompt and write a comment (50+) words responding to your peer's responses.

## Peer Edit Workshop

Workshops are an important part of the writing process; they give an opportunity to get valuable feedback from your peers and they help the evaluator understand the writing assignment and reflect on their own work. Each workshop will be listed on the class schedule. You must turn in all workshop material with the final copy of the essay. If you miss a workshop, your essay will be graded down one full letter grade. Additionally, the rough draft must be submitted within 24 hours of the rough draft due date to avoid losing points.

## Classroom Protocol

All students are expected to treat everyone in class with respect and in general to behave reasonable, responsible, and courteous at all times. Even though we will laugh and have fun in class, we want to keep a professional atmosphere where every class member feels comfortable. It is okay if we don't agree with each other. You are invited to use your written words to convince

us to listen to your point of view. We will after all be writing persuasive essays. Here are the expectations:

1. PLEASE turn on your camera and be a part of the class, if we meet online or on Zoom.
2. Do not sleep, read or do other work during class. Be attentive when your classmates are talking.
3. Don't leave class if you are assigned to a breakout room. I don't take attendance until the last 10 minutes of class. Stay and get counted as present.
4. Use your absences wisely. If are sick, or are experiencing COVID symptoms you are not expected to be in class. Send me an email and let me know your situation.
5. Listen to your class mates' ideas respectfully and objectively.
6. Let's encourage each other. Allow our class to be the place where support and encouragement are always offered.

## Attendance

Please attend all classes unless you are sick. I will give you an abundance of writing advice and help during class. I will break the assignments down and help you gather your ideas. Excessive absences will lead to failure in the course. We will only meet on Tuesdays but you will be required to complete work throughout the week and meet the due dates. An Asynchronous class requires that you complete all the work that is due for the week on time. I have listed all midweek assignments and expectations. Please see University Policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefits for all members of the class.

## Class Participation

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on-time. However, during these times of

Covid transmission, I will excuse your absence if you are sick or having symptoms. Please keep me informed.

### **Canvas and Electronic Devices**

Most of our course materials will be posted on Canvas: syllabus, readings, Discussion prompts, Assignments Sheets and assignment drop boxes. You should check the Canvas site continually throughout the semester and you will want to use Canvas materials during class. However, please don't waste class time by texting, or being on social media. If you are on your phone during class, it must be used for class activities. I won't allow you make up class work, if you are present but doing other activities. Each in class assignment will be due by the end of class.

### **Late Policy**

I will give you 1 late pass to be used at your discretion during the semester. A late pass means you are permitted to use it to turn in a late assignment without a grade deduction. You can use it up to 48 hours after the assignment due date. After that, I will deduct one whole letter grade for assignments that are turned in 24 hours late and 2 letter grades for assignments that are 48 hours late. Assignments that are turned in 48 hours beyond the due date will receive a 50% deduction. If you have a sickness or an emergency, please contact me immediately. On time Rough Draft submissions are vital to your growth as a writer and to the class goal of meeting the learning outcomes. A Rough Draft consists of a full draft that is within a hundred words of the required word count. I don't expect it to be your best work but more of a draft where you are testing ideas and organization patterns. I will expect you to show revision work which we will cover in class. Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

### **Assignment Word Count and Learning Goals**

1. Rhetorical Analysis – 1000 words GELO 2,3,4,5
2. Response and Reaction Essay – 1500 words GELO 2,4,4,5
3. Research Argument – 2000 words GELO 2,3,4,5
4. Portfolio/Final Reflection Letter – 1000 words GELO 1,2,3,4,5
5. Discussion Board Posts – 1000 words GELO 1,2,3,4,5,
6. In class writing and peer review – 1000 words GELO 1,2,3,4,5

### **Grading Policy**

The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage of errors.

A "C" range essay will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical mechanical, and/or usage errors that interfere with reader comprehension

An "F" essay does not fulfill the requirements of the assignment.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A-/A/A-=excellent; B+/B/B-=above average; C+/C/C-=average; D+/D/D-= below average; F=failure. Within any of the letter grades ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

**To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.**

### **Grade Breakdown**

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

Discussion Board 10x20=200 points

In class Assignments 10x10=100 points

Rhetorical Analysis 100 points

Analysis Response 150=points

Synthesis Argument 200

Annotated Bibliography 100

Remix Assignment 150 points

Total: 1000

### **Grading Policies**

#### **Canvas Discussion Posts**

There will be 10 discussion prompts assigned on Canvas worth 20 points, totaling 200 points for the semester. Each one requires you to post a response of 150 words to the assignment prompt and then post a reply to one of your classmates. To get the full 200 points at the end of the semester, your post and reply must be made during the week they are assigned and you should provide both a response and a reply. I will watch these points closely and deduct points for underdeveloped post and replies.

#### **Peer Revision Workshops**

Each of the four major assignments will require a rough draft and a peer revision workshop. If you miss class the day of peer editing, you will have 24 hours to submit your peer revision comment worksheet to the assignment drop box on canvas. Your points will be tallied after each workshop and you will receive 25 points for submitting a rough draft to the Peer revision space and then 25 points for reading and commenting on the peer paper you are assigned to. There will 50 points are possible for each peer revision activity for a total of 200 point (50 points x 4=200 points) Again, I will watch these points closely.

#### **Percentages and Grade Averages**

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 512 points

D minus = 639 to 600 points

F = 599 points or lower

Access to a desktop, laptop, or tablet

### Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>.

## Program Information

---

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

## Course Goals

---

### Course Description

English 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGLISH 1A, you will learn various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

### Course Content

In this class, you will build upon your writing skills by reading and writing about social justice and what is identified as systemic oppression within present day society. The readings and class discussions will prompt you to explore the idea of the *American Dream* and if issues such as race, class, gender and immigration create inequality. We will investigate social justice issues dominating the news and your daily lives. Additionally, we will read about how others have fought for social justice and racial equity throughout

history, thus entering into conversations – through reading, writing, class discussion and shared analysis of readings and experiences. You will read, annotate, analyze, prewrite, write, revise and turn in polished essay that say sometime significant that you find important. Our class activities will help build your reading, critical thinking and source integration skills. We will also learn how to use MLA documentation and prepare for online and digital readers in a variety of modalities.

## Course Learning Outcomes (CLOs)

---

### GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

### GE Area A3 Learning Outcomes

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

**Writing Practice:** Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

## University Policies

---

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.